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ABSTRACT

Designed for school administrators, this booklet contains four instruments developed and validated by the Educational Progress in Careers (EPIC) project to evaluate career, economic, and community education programs in Florida Schools. The instruments included in this document are intended to survey (1) career education directors, (2) placement/follow-up directors, (3) school coordinators, and (4) community education directors. (A User's Manual for the complete battery of EPIC instruments is available in EPIC as CE 017 395). (BM)

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ED171882

EDUCATIONAL PROGRESS IN CAREERS

INSTRUMENTS FOR ADMINISTRATORS

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CE 017 397

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Instruments for Administrators

Career Education Director's Questionnaire

Placement/Follow-Up Director's Questionnaire

School Coordinator's Questionnaire

Community Education Director's Questionnaire

Career Education Director's Questionnaire

School District _____

Name of Career Education Director _____

Address of Career Education Director _____

Telephone _____

In your District, there are:

_____ Elementary Schools with _____ students.

_____ Middle and/or Junior High Schools with _____ students.

_____ Senior High Schools with _____ students.

Overview of Career-Economic-Community Education Implementation

1) Has the school board endorsed career education as a district priority? Yes No

2) Has a career education coordinating council, screening committee, advisory council, etc. been established involving representatives from industry, labor, professions, and government, with parents and educators? Yes No

3) Has a labor-market information system been implemented (such as Project VIEW)? Yes No

4) Is there a district plan to reduce racial bias and sex-stereotyping in curriculum and occupational decision-making? Yes No

5) Is there a career-referenced-course registration system (at about the 9th grade) in the district in which students are encouraged to register for courses which will help them develop work skills required by a particular career area? Yes No

6) Has the district collected data on student performances in career education activities in addition to process data? Yes No

7) Has a "community attitudes toward career education" survey been implemented? Yes No

8) Since the start of career education in the district, in 197___, how much has been expended to support the career education program?

Total $_____ State $_____ Federal $_____ Local $_____

9) What percentage of the current career education budget is funded by the district? _____

10) What number _____ and percentage _____ of the career education staff are funded by the district?

11) How many of the schools do not have either a career counselor or an occupational specialist?

Elementary _____ Middle and Junior High _____ Senior High _____

12) Has the responsibility for planning and implementing economic education been assigned to specific district staff members? Yes No

13) Does the district provide educational, recreational and cultural services with open-enrollment to all interested members of the community? Yes No

14) What percentage of the schools are on some variation of the year-round concept?

Elementary _____% Middle (Junior High) _____% Senior High _____%

15) Have any community education or community-school evaluations been performed in the district with findings and recommendations? Yes No

Component #8 - Staff Development

1) Since beginning the career education project in 19___, what percentage of the different types of staff listed below have been involved with the in-service programs listed below?

	District-Level Administrators and Supervisors	School-Level Administrators	Grade-Level Department Chairpersons	Guidance and Counseling Personnel	Occupational Specialists	Librarians and Media Specialists	Elementary Teachers	Middle and Junior High Teachers	Senior High Teachers
Orientation to career education									
Development of career education materials									
Development of career resource centers									
Career exploration through the 5 academic areas									
Guidance strategies									
Occupational specialist training programs									
Communication skills									
Program for interns or student teachers									
Other (please describe)									

2) What type of compensation did staff members receive for the workshops? (Please circle the appropriate item(s).)

a) Release-Time
b) Money over-and-above salary
c) Points toward renewal of teaching certificate
d) College credit
e) Other _____

3) What kind of funds were used for the workshops?

a) State Funds
b) Federal Funds
c) Local District Funds
d) Business/Industry Grants
e) Other _____

Placement/Follow-Up Director's Questionnaire

School District _____

Name of District Placement/Follow-Up Director _____

Address of District Placement/Follow-Up Director _____

Telephone _____

Since September 1, 1974:

1) What was the approximate percentage of students in the last graduating class who went on to:

a) Higher education? ____%

b) Full-time employment? ____%

c) Post-secondary vocational schools? ____%

d) Military? ____%

e) Adult evening school? ____%

f) Commercial/private schools? ____%

g) Homemaking? ____%

h) Traveling? ____%

2) What number _____ and percentage _____ of all graduates were mailed a follow-up questionnaire?

3) What number _____ and percentage _____ of all graduates returned the questionnaire?

4) What was the approximate number _____ and percentage _____ of all graduates who had at least one paying job before leaving school?

5) What number of 9th through 12th graders have been placed on a job as a result of:

a) Employers contacted by members of the placement staff? _____

b) Employers calling the schools? _____

c) Referrals by the Florida State Employment Service? _____

6) What number _____ and percentage _____ of all 9th through 12th graders in the school district made contact with a person responsible for student placement?

7) What number _____ and percentage _____ of all dropouts were given information on part-time education facilities in the community?

8) What number _____ and percentage _____ of the employers who hired graduates have submitted an evaluation of student productivity on the job?

9) How many of the senior high schools in the district have a person responsible for student placement? _____ out of _____ senior high schools.

10) What are the other district functions of the person responsible for student placement? _____

_____

_____

_____

11) What training does each person responsible for student placement receive?

_____

_____

_____

_____

_____

_____

Thank you for your effort and cooperation.

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School Coordinator's Questionnaire

School District _____

School Name _____

Principal's Name _____

School Address _____

Coordinator's Name _____

Telephone _____

_____
(Counselor or Occupational Specialist)

Approximately how many students are in the school at each grade level?

_____th Grade _____

_____th Grade _____

_____th Grade _____

_____th Grade _____

_____th Grade _____

_____th Grade _____

_____th Grade _____

Total All Grades _____

Component #5 - Alternatives for Potential Early School Leavers

(For Coordinators of grades 5 through 12 only.)

1) What is the approximate percentage of the enrollment at each grade level (5 through 12) which has been identified as potential early school leavers:

5th Grade _____% 6th Grade _____% 7th Grade _____% 8th Grade _____%

9th Grade _____% 10th Grade _____% 11th Grade _____% 12th Grade _____%

2) Does the school have a program for the identification of potential early school leavers? Yes ____ No ____

3) Does the school have a program for the referral of potential early school leavers? Yes ____ No ____

4) Is there a current data file with the reasons for the dropouts? Yes ____ No ____

Component #6 - Student-Worker Contacts

Since September 1, 1975, approximately how many students:

1) Went on field trips? _____

   Went on 3 or more field trips? _____

2) Took part in career days/fairs? _____

3) Took part in shadowing experiences, where the student spends a day or two with people who are working in an occupation of interest to the student (grades 7 through 12 only)? _____

4) Took part in employer-based or vocational cooperative programs, such as work experience (grades 9 through 12 only)? _____

Since September 1, 1975, approximately how many people from the community:

5) Were involved in career days/fairs? _____

6) Visited the classrooms to discuss careers? _____

Is there a file or scrapbook in the school of student reactions to the following?

7)	Field trips?	Yes	No
8)	Career days/fairs?	Yes	No
9)	Shadowing experiences (grades 7 through 12 only)?	Yes	No
10)	Employer-based cooperative programs (grades 7 through 12 only)?	Yes	No
11)	Workers visiting students?	Yes	No
12)	Does the school have a community resource directory, which provides names, addresses, and telephone numbers of community members who have registered a willingness to come to the schools to talk to students about their work, or who have requested students to visit their own place of work on a field trip?	Yes	No

Thank you for your effort and cooperation.

Community Education Director's Questionnaire

School District _____

Name of Community Education Director _____

Address of Community Education Director _____

This questionnaire is designed to help identify the current nature and scope of community education in your school district and in Florida.

Sections VII - XII require information from local school centers. Please reproduce these sections and distribute copies to your local school centers. When they are returned to you, summarize the data and include the results in this report.

Thank you for your effort and cooperation.

GLOSSARY - Please use the following glossary of terms *when responding to the* items in this instrument.

(A) After school - period of time directly following termination of the formal K-12 learning program

(B) Youth - any person 15 years of age or younger

(C) Adult - any person 16 years of age or older

(D) Enrichment Activities - special interest learning experiences without formal credit for participation

(E) Credit Classes - any structured learning experiences wherein units of accomplishment are awarded by schools, community colleges or universities

(F) School Center - any elementary or secondary school recognized by the board of education

(G) Community School Center - a school center which is designated by the board of education as a "community school"

(H) Governmental Agency - any subdivision of local, state or federal government (e.g., family services, agricultural extension, health)

(I) Volunteer and Civic Agency - any non-governmental agency whose primary purpose is to provide service to the citizenry (e.g., Red Cross, Salvation Army, Scouts)

(J) Recreational Agency - any public and/or private agency whose primary purpose is to provide leisure-time services (e.g., camps, hobbyists)

(K) Cultural Agency - any public and/or private agency whose primary purpose is to provide services designed to elevate and refine participants' cultural desires and interests (e.g., Little Theater, music society, museum)

(L) Business and Industry Agency - An organization whose primary function is manufacturing, distributing or providing goods and services for profit (e.g., professional and labor associations, corporations)

(M) Religious Agency - An organization affiliated with a religious denomination or creed

(N) Non-Profit Organization - An organization or agency which is recognized by the state as a non-profit organization

(O) Community Council - An assembly of community members, faculty and others, who are recognized by the board of education to provide advisory or decision-making services

(P) Part-Time Coordinator - all employees whose roles are defined as "community school/education coordinators, directors or supervisors," and who function in these roles 39 or less hours per week

(Q) Community Council - any gathering of community members, including school personnel, who are recognized by the board of education, and who provide advisory or decision-making services

(R) Local Community Council - a community council which addresses itself to one school center and its service area

(S) Regional Community Council - a community council which addresses itself to a region containing two or more, but not all, the school centers in a school district

(T) District-Wide Community Council - a community council which addresses itself to the entire school district

(U) Florida Educational Finance Program - the finance program designated by legislative action that is the basis upon which Florida school districts generate financial support according to the learning needs of their students

I. Please place a check mark (✓) next to each statement which describes the current nature of community education in your school district. Double check mark (✓✓) the **one statement** which **best** describes the current nature community education in your school district.

___ A. After school and evening programs for youths and adults with emphasis on credit classes.

___ B. A total system of education based upon maximum utilization of existing human, physical and financial resources.

___ C. Daytime (7:30 A.M. - 5:59 P.M.) programs and activities primarily for youths.

___ D. The systematic involvement of community members in needs assessment, goal setting, delivery of educational experiences and evaluation of the total school program.

___ E. After school and evening programs primarily for adults.

___ F. After school and evening programs for youths and adults with emphasis on non-credit classes.

___ G. An operational philosophy of education which is applied to all learning endeavors of the school system.

___ H. Daytime (7:30 A.M. - 5:59 P.M.) programs and activities primarily for adults.

___ I. A system for community development involving institutions and agencies working in cooperation and coordination with one another.

___ J. After school and evening programs primarily for youths.

___ K. Other (Please write in appropriate descriptive statement.)

_____

_____

II. Please place a check mark (✓) next to those statements which describe current procedures used to determine community member needs. Place a double check mark (✓✓) next to the <u>one statement</u> which <u>best</u> describes current procedures used to determine community member needs.

___ A. A systematic utilization of procedures for determining community member needs does not exist.

The following procedures are used in your community.

___ B. Observation by professional staff

___ C. Observation of funding trends

___ D. Selection of programs and services by participants from comprehensive offerings

___ E. Board of education members identify needs

___ F. Community council members identify needs

___ G. Needs assessment instruments utilized by professional staff

___ H. Needs assessment instruments utilized by community council members

___ I. Inter-agency council members identify needs

___ J. Selected community organization leaders identify needs

___ K. Intuitiveness and judgement of professional staff

___ L. Volunteers or para-professionals making home visitations

___ M. Need assessments made by other community agencies

___ N. Other--

III. Please place a check mark (✓) next to those statements which describe current procedures used to determine goals and objectives. Place a double check mark (✓✓) next to the <u>one statement</u> which <u>best</u> describes current procedures used to determine goals and objectives.

___ A. Procedures for determining goals and objectives do not exist.

The following procedures are used in your community.

___ B. Professional staff determine goals and objectives

___ C. Community council members determine goals and objectives

___ D. Board of education members determine goals and objectives

___ E. Inter-agency council members determine goals and objectives

___ F. Professional staff establish goals and objectives based upon identified needs

___ G. Community council members establish goals and objectives based upon identified needs

___ H. Board of education members establish goals and objectives based upon identified needs

___ I. Inter-agency council members establish goals and objectives based upon identified needs

___ J. Observation of funding trends

___ K. Other--

IV. Please place a check mark (✓) next to those statements which describe current procedures used to determine specific programs and services. Place a double check mark (✓✓) next to the one statement which best describes current procedures used to determine specific programs and services.

__ A. Procedures for determining specific programs and services do not exist.

___ B. Professional staff determine programs and services

___ C. Community council members determine programs and services

___ D. Board of education members determine programs and services

___ E. Inter-agency council members determine programs and services

___ F. Professional staff determine programs and services to meet goals and objectives

___ G. Community council members determine programs and services to meet goals and objectives

___ H. Board of education members determine programs and services to meet goals and objectives

___ I. Inter-agency council members determine programs and services to meet goals and objectives

___ J. Utilization of available funding

___ K. Other--

V. Please place a check mark (✓) next to those statements which describe current procedures used to evaluate community education. Place a double check mark (✓✓) next to the one statement which best describes procedures used to evaluate community education.

___ A. Procedures for evaluating community education do not exist.

___ B. Professional staff utilized in systematic evaluation

___ C. Community council members utilized in systematic evaluation

___ D. Board of education members utilized in systematic evaluation

___ E. Inter-agency council members utilized in systematic evaluation

___ F. Intuitiveness and judgement of professional staff utilized in systematic evaluation

___ G. Program participants utilized in systematic evaluation

___ H. Other--

VI. Please indicate the number of full and part-time individuals employed directly or indirectly by your school system as community education administrators or coordinators. Do not include in your count principals, teachers or other school faculty who might be considered as community education advocates, but are not employed as community education administrators or coordinators.

Figure 6.1

Personnel	No. of Full-time		No. of Part-time	
	Male	Female	Male	Female
School Center C. E. Administrator/ Coordinator				
Regional C. E. Administrator/ Coordinator				
School System-wide C. E. Administrator/ Coordinator				

VII. Please use the following directions for completing Figure 7.1.

Column A - Place a check mark (✓) in Column A next to each type of community organization or agency which is working in cooperation with your school district in community education.

Column B - Describe the nature of cooperation for each type of organization checked in Column A by placing one or more of the following codes (1-7) in Column B.

(1) share financial resources
(2) share staff members
(3) share buildings
(4) share equipment
(5) share land
(6) coordinate program and service efforts
(7) other--

Column C - Place an X in Column C if the cooperation is supported by written agreement.

Figure 7.1

A	B	C	Type of Community Organization
			City government
			County government
			Federal government
			Community colleges
			Universities
			Agricultural extension
			Business and industry
			Health departments
			Social services
			Recreation departments
			Police departments
			Churches
			Senior citizen services
			Civic clubs (e.g., Jaycees, Civitan, Lions, Rotary)
			United Way (i.e. Community Chest, Red Feather)
			Judicial services
			Other--
			Other--

VIII. Please complete Figures 8.1-8.3 regarding school facility utilization.

Figure 8.1

	Elementary School Centers	Mid. & Jr. High School Centers	High School Centers
A. Total no. of schools in district			
B. No. of schools designated as community school centers			
C. Avg. no. of evenings per week that community school centers are open from 6:00 P.M. on			
D. Estimate in percentage how much of each school center is utilized between 4:00-7:00 P.M.			
E. Estimate in percentage how much of each school center is utilized between 7:00 - 10:00 P.M.			
F. Rank order from 1-(X) the most utilized school facilities. Place a zero (0) in blank if facility not available in majority of school centers	_basic classrms _science lab _artrooms _gymnasium _indust. ed. shop _swimming pool _homemaking lab _school grounds _auditorium _cafeteria _conference rms _others _others	_basic classrms _science lab _artrooms _gymnasium _indust. ed. shop _swimming pool _homemaking lab _school grounds _auditorium _cafeteria _conference rms _others _others	_basic classrms _science lab _artrooms _gymnasium _indust. ed. shop _swimming pool _homemaking lab _school grounds _auditorium _cafeteria _conference rms _others _others

Do any school centers in the district house community agencies (e.g., family services, health clinics, social security)?

Yes _____ No _____

If your response is yes, please list the name(s) of the school and the community agency(ies).

_____ _____

_____ _____

If facilities other than school centers are occasionally utilized in your community education endeavors, place a check mark (✓) next to the appropriate type(s) of facility or building in Column A of Figure 8.2. Of those marked, **place a check mark (✓) in Column B if they are utilized on a weekly basis.**

Figure 8.2

A	B	Type of Facility or Building	A	B	Type of Facility or Building
		Church			City government
		Parks & recreation			County government
		Store			State government
		Library			Federal government
		Camp			Health clinic
		University			Hospital
		Community college			Community center
		Abandoned school			Union hall
		Business & industry			Other--
		Agricultural extension			Other--
		Vocational skills center			

Indicate in Figure 8.3 the number and type of organizations* utilizing school center facilities.

Figure 8.3

No. of different organizations utilizing facilities in:	Elementary Schools	Middle or Junior High School	High School
Governmental			
Volunteer Civic			
Recreational Cultural			
Business & Industry			
Religious			
Total			

*See Glossary

IX. Please estimate the number of youth and adult enrollments in after school and evening classes/activities provided by your school system. Also estimate the number of youth and adult participations per week in after school and evening classes/activities provided by your school system.

A credit enrollment should be counted every time a name appears on any class list or roster, and wherein the student receives public school, college or university credit for his or her involvement (e.g., participants in high school completion, university courses). An individual's name should be counted every time it appears.

A non-credit enrollment should be counted every time a name appears on any class list, team roster or league ledger, and when no credit is received for involvement (e.g., participants of enrichment classes, baseball teams). An individual's name should be counted every time it appears.

A participation should be counted every time a person participates in a community education endeavor, and when no attempt is made to secure names of the people involved (e.g., participants in teen clubs, baseball game audiences, theater audiences). **(Do not include credit and non-credit enrollments.)**

Figure 9.1

	Credit Enrollments	Non-Credit Enrollments	Weekly Participations
Number of Youths			
Number of Adults			

X. Please indicate the school district's utilization of community councils for community education by completing Figure 10.1 where appropriate.

Figure 10.1

	Local School Center Community Councils	Regional Community Councils	District-Wide Community Council
A. Current number of community councils			
B. Check (✓) function of council			
1. Advisory			
2. Decision-making			
3. Both			
4. Other--			
C. Check (✓) selection procedure of council members			
1. Appointed			
2. Elected			
3. Voluntary			
4. Combination of ___ & ___			
5. Other--			
D. Check (✓) term of service of council members			
1. 1 year			
2. 2 years			
3. 3 + years			
4. No set term			
5. Other--			
E. Approximate number of members on each council			
F. Approximate number of meetings held in last 12 months			
G. Are there written guidelines for council members?			
1. Yes			
2. No			

Are separate school center community councils maintained for after school/evening endeavors, or does one council serve <u>all</u> educational endeavors of a local school center?

_____ Separate council

_____ Shared council

XI. Please indicate sources and amount of revenue appropriated this fiscal year for community education in association with the school district. Do not include revenues generated from the Florida Educational Finance Program for the regular day-school instructional program.

Figure 11.1

Sources of Revenue	Amount Appropriated This Fiscal Year
A.	
B.	
C.	
D.	
E.	
F.	
G.	
H.	
I.	
Total	

XII. Please respond to the following questions regarding fee structure.

A. Do your community school centers operate from written fee schedules/policies for charging or not charging non-profit community organizations for school facility use? Yes _____ No _____

B. If yes, do these fee schedules/policies vary from school center to school center? Yes _____ No _____

C. Overall, which of the following statements best describes the intent of fee schedules/policies for non-profit community organizations?

___ 1. no fee is charged
___ 2. a standard fee is charged
___ 3. a fee is charged according to the user's ability to pay
___ 4. an arbitrary fee is charged
___ 5. other _____
_____

D. Overall, which of the following statements best describes the intent of fee schedules/policies for profit-making community organizations?

___ 1. no fee is charged
___ 2. a standard fee is charged
___ 3. a fee is charged according to the user's ability to pay
___ 4. an arbitrary fee is charged
___ 5. a fee based on percentage of profit is charged
___ 6. other _____
_____

XIII. Please suggest actions the Florida Department of Education might take to facilitate growth of community education in your service area. (Use back of page if additional space is needed.

_____

_____

_____

_____

_____

_____

_____

Thank you again for your effort and cooperation.